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CVEDC LAPDA SVLC

Incorporating Performance Assessment into a Standards-Based Curriculum

April 8, 2014

Vermont Agency of Education Secondary ELA & Literacy Professional Learning Team

Dial In Information: 1-888-

Pin:

We will begin at 3:30 pm

Professional Learning Team Introductions



- Christina Suarez, HS Social Studies Teacher, Lake Region HS
- Maggie Eaton, Consultant, Vermont Reads Institute at UVM
- Kris Breen, Secondary ELA & Literacy Content Coordinator, VT AOE
- Laura Baker, Learning Disabilities Consultant, VT AOE

- Gail Hall, MS/HS Science Assessment Coordinator, VT AOE
- Joe Rivers, MS Social Studies Teacher, Brattleboro Middle School
- Alysia Backman, HS Literacy Coach, South Burlington HS

Welcome



We invite you to:

- ✓ make connections, share comments.
- ✓ ask clarifying questions.

Objectives

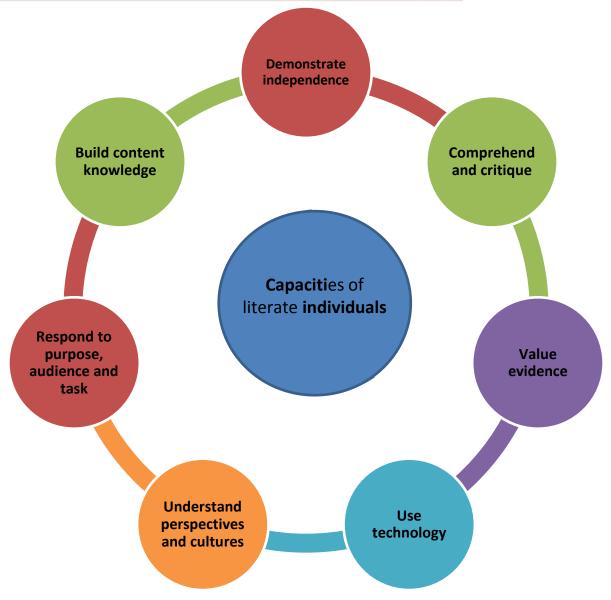


By the end of this webinar, we will have:

- ✓ reviewed elements of performance assessment.
- ✓ explored a high school level interdisciplinary performance assessment integrated across ELA, social studies, and science content areas

English Language Arts Standards » Introduction »
Students Who are College and Career Ready in Reading,
Writing, Speaking, Listening, & Language



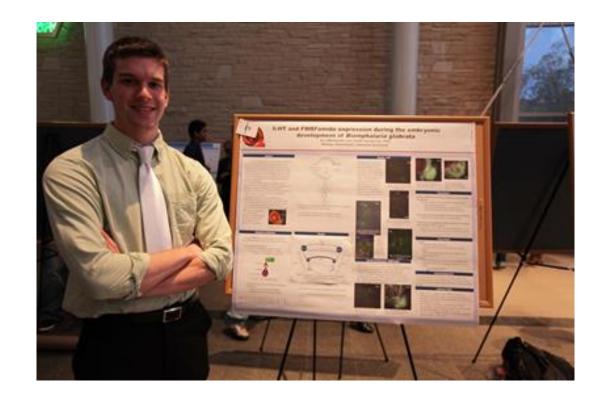




...measures a student's ability to transfer knowledge and apply complex skills in an authentic environment.



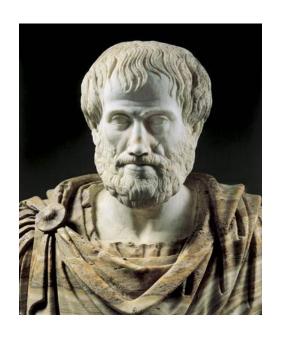
...enables the learner to actually demonstrate the skills the assessment is intended to measure by doing real-world tasks that require those skills.



...requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Elements of Performance Assessment

- Student-centered
- Proficiency-based, standards-based
- Complex process
- Multiple outcomes
- Higher-order thinking
- Teaching, learning, and assessing combined
- Transparent evaluation criteria
- Formative and summative
- Real-world scenario and authentic



For the things we have to learn before we can do them, we learn by doing them.

Aristotle

<u>Analyze</u>

ENDURING UNDERSTANDINGS

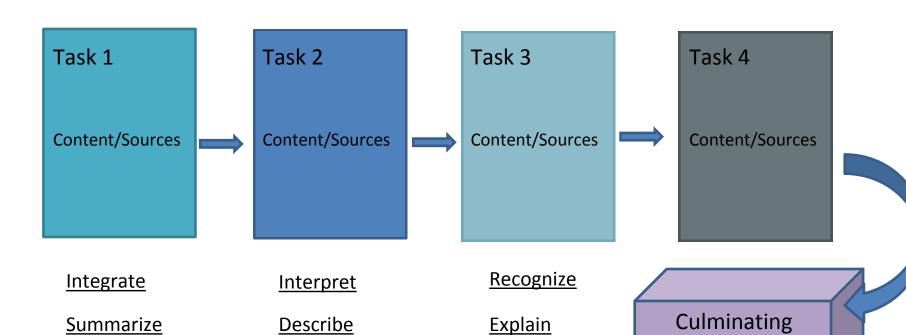
Compare

Essential Questions

Product or

Performance

STANDARDS



Draw

conclusions



"It is an empty exercise to assess student learning without providing a means to adjust teaching in response to deficiencies revealed through the information gleaned from that assessment." (Chun, 2010.)

How performance assessment fits into curriculum design and instruction:

What should students know and be able to do?

✓ standards

What will demonstrate student learning?

✓ performance assessments

What sequence of lessons will provide observable evidence of student learning?

✓ curriculum





What are the some of the challenges in developing interdisciplinary performance assessments at the high school level?

Benefits of Performance Assessment:

Traditional:

- Teacher-centered
- Summative
- Closed-answer (multiple choice, short answer, memorization, definitions)
- Content driven
- Completed in isolation
- One correct answer
- Lower-order (recall, basic inference)
- Seldom transferable
- Subjective evaluation

Performance:

- Learner-centered
- Formative & summative
- Open-answer
- Content & skills (process)driven
- Collaborative
- Multiple possibilities
- Real-world basis
- Higher-order (critical thinking & problem solving)
- Transferable skills
- Transparent evaluation



Both assessment of learning and assessment for learning are essential.

Richard Stiggins

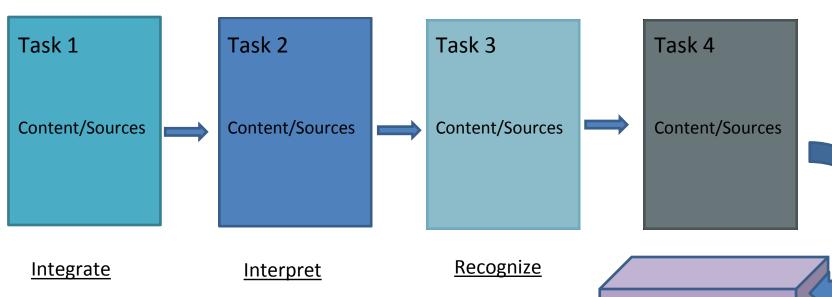


FRAMEWORK FOR DEVELOPING PERFORMANCE ASSESSMENTS

ENDURING UNDERSTANDINGS

Essential Questions

STANDARDS



<u>Summarize</u>

<u>Analyze</u>

<u>Describe</u>

Compare

Explain

<u>Draw</u> <u>conclusions</u> Culminating Product or Performance

Components of Performance Assessment

Sources/content

- Readings
- Video clips
- Audio clips
- Graphs, charts, other visuals
- Structured internet search
- Primary sources
- Data

Information **Processing**

- Analyze questions
- Respond to questions
- Organize information
- Discuss/dialogue content
- Interpret results
- Synthesize data
- Determine next steps
- Deconstruct theory or bias

Product/Performance

- Essay, report, story, script, proposal
- Speech/presentati on with/without graphics
- Multi-modal representation with/without technology

Framework for Developing Performance Assessments

Standards	State the CCSS and other content skills/standards that will be measured in by this task.			
Big Ideas/Enduring Understanding	Describe the Big Ideas/overall concepts students should take away from this process.			
Essential Questions	What are the essential questions students will answer in order to develop these enduring understandings?			
Culminating Performance/Product	Describe the final task and the format it will take (e.g., you will present an argument forby organizing a debate).			
Content/Sources	Cite the sources (including text, audio, visual etc.) students will access to complete each task.			
Formative Steps	Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.			
Evaluation	Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency.			

State the CCSS and other content skills/standards that will be measured in by this task.

English Language Arts Standards » Reading:

Informational Text » Grade 11-12

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

State the CCSS and other content skills/standards that will be measured in by this task.

English Language Arts Standards » Writing

» Grade ll-l2

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

State the CCSS and other content skills/standards that will be measured in by this task.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

State the CCSS and other content skills/standards that will be measured in by this task.

English Language Arts Standards » Language » Grade 11-12

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

State the CCSS and other content skills/standards that will be measured in by this task.



Students who demonstrate understanding can: HS-LS1-3.

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]

Big Ideas/Enduring Understanding

Describe the Big Ideas/overall concepts students should take away from this process.

How can individuals positively impact change in their own communities?

Essential Questions

What are the essential questions students will answer in order to develop these enduring understandings?

How does hunger impact an individual's health and capacity to learn?

How serious is the problem of hunger in your own county?

What can high school students do to strengthen the success of community resources addressing the problem of hunger?

How might inclusion of a high school student representative on your county's Hunger Council add to their success in addressing the problem of hunger in your community?

Culminating Performance/Product

Describe the final task and the format it will take (e.g., you will present an argument for...by organizing a debate...).

How might inclusion of a high school student representative on your county's Hunger Council strengthen their success in addressing the problem of hunger in your county? Provide evidence from the resources to support your argument.

- You will formulate a proposal to solve a real-world problem by synthesizing and analyzing information from a variety of sources.
- Create a proposal to your local hunger organization requesting and justifying the inclusion of a high school student on your county's hunger council.
- Provide evidence from the resources provided to support your reasoning. You will choose the most effective media format to present your argument.

Content/Sources

Cite the sources (including text, audio, visual etc.) students will access to complete each task.

The Human Brain. The Franklin Institute, Resources for Science Learning http://www.fi.edu/learn/brain/micro.html

Prime Your Gray Cells - Have You Fed Your Brain Today? Psychology Today, Sept., 2011. http://www.psychologytoday.com/blog/prime-your-gray-cells/201109/have-you-fed-your-brain-today

"Statistics by County" - Hunger Free Vermont website http://www.hungerfreevt.org/learn/statistics

"The 2014 Farm Bill Means More Hunger and Struggle for Vermonters," Hunger Free Vermont blogspot - by Marissa Parisi, Executive Director, Feb., 2014. http://hungerfreevt.blogspot.com/2014/02/the-2014-farm-bill-means-more-hunger.html

"Vermont embraces gleaning as way to reduce hunger" - NECN website: video and article, Oct., 2013 http://www.necn.com/10/02/13/Vt-embraces-gleaning-as-way-to-reduce-hu/landing.html?blockID=854151

"Farm to school is flourishing in Vermont" - Burlington Free Press website, June, 2011. http://www.burlingtonfreepress.com/article/20110624/LIVING06/110623020/-1/FOOD/Farm-school-flourishi

Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.

- Deconstructed concepts, content, skills
- Multiple steps/tasks support multiple sources/ content, skills, standards
- Varying levels of intentional scaffolding
- Differentiation
- Increase in rigor
- Advance in Levels of Bloom's Taxonomy
- Small-group, whole group interaction
- Continuous feedback

Formative Steps

Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.



CONTENT

Informational Text Reading:

- Elements of informational texts
- Fact/ opinion
- Relevant/ irrelevant details
- Main Idea
- Figurative language
- Developing and refining questions
- Identifying information within a resource
- Selecting, paraphrasing, summarizing, citing and recording relevant information
- Connecting ideas among several sources
- Supporting thesis with evidence and Navigating Text Complexity: (headings, graphics, tables, charts, captions etc.)
- Decoding strategies
- Process for drawing conclusions from text

SKILLS

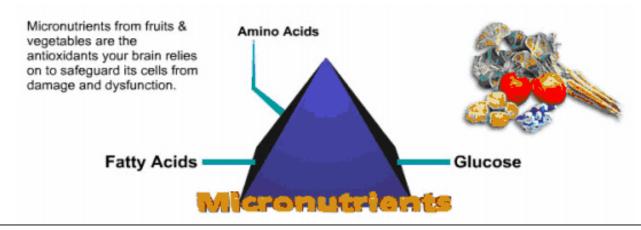
- Determine the meaning of words and phrases as used in the text
- Analyze and interpret idiomatic expressions
- Gain a working knowledge of domain specific vocabulary in context
- Read and decode complex informational text
- Decipher relevant informational texts
- Determine a central idea and analyze its development
- Identify clues in the text that lead to inferring information
- Describe connections between word choice and impact on meaning
- Support conclusions with relevant words or phrases from the text
- Cite textual evidence to support written responses
- Develop a topic with relevant, wellchosen facts, definitions, concrete details, quotes, and examples

Source #1 The Human Brain. The Franklin Institute, Resources for Science Learning http://www.fi.edu/learn/brain/micro.html

The Brain and Oxygen: A Jig Saw Reading Task

Oxygen makes life possible, but it can also take life away. Each of your hundred-billion brain cells, uses oxygen to stoke the fires of consciousness. Your brain's need for oxygen is more than ten times greater than the rest of your body. This same oxygen, however, can also erode the very structure of those brain cells.

Micronutrients from food can help maintain the oxygen balance in your brain. They can help beneficial oxygen reach your brain as well as combat the highly-reactive forms of oxygen called free radicals.



Thought Question:

What might be the effect of insufficient nutrients and oxygen on brain function and learning?

Source #2 *Prime Your Gray Cells - Have You Fed Your Brain Today?* Psychology Today, Sept., 2011. http://www.psychologytoday.com/blog/prime-your-gray-cells/201109/have-you-fed-your-brain-today

Hunger Project—Brochure Task

Brochure Criteria:

You and a partner are challenged to create a mini-brochure advertising the advantages that consuming "brain foods" provides for thinking and survival. It could be called a "Brain Food Guide."

In your brochure be sure to include the following (not necessarily in this order): Identify foods considered to be 'brain foods'.

Identify the critical nutrients in those foods.

Include a description of the effect of those key nutrients on the brain cells.

Explain the relationship between presence of nutrients and human behavior/survival (feedback).

Present these facts in an engaging manner to encourage the reader to include these foods in their diet.

Brochure Template:

- You may use 8 ½" x 11" or 8 ½" x 14" paper for the brochure.
- You may use any of these fold patterns for your brochure.

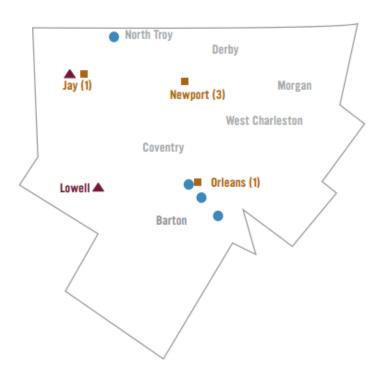


A couple of hints:

Source #3 "Statistics by County" - Hunger Free Vermont website http://www.hungerfreevt.org/learn/statistics



- Senior community meal sites serving one or more meals per week⁸
- Charitable Food Sites (number of sites)⁹
- Communities without Meals on Wheels coverage[®]



Hunger is on the rise in our state. How strong is the safety net in Orleans County?

"People are so broke they can't afford the initial investment in the staples to get started eating healthier for less and their embarrassment is a barrier to their being able to take advantage of EFNEP's and other community educational offerings."

> - Bernadette Bessette, Expanded Food and Nutrition Education Program Educator, Orleans

1 in 4 children in Orleans County are food insecure.1

60% of grade school and high school students are eligible for free or reduced-price meals. 2

50% of those students are participating in school breakfast programs.²

O afterschool meal programs (serving 0 of 16 eligible towns/cities).³

of child care centers participate in CACFP, the Child and Adult Care Food Program, which provides nutritious meals to preschool and afterschool programs.⁴

18 summer food sites.5

6,328 number of county residents participating in 3SquaresVT (formerly known as Food Stamps).⁶

4% county-wide increase in 3SquaresVT participation over 2011.7

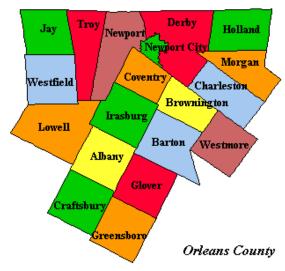
3 senior community meal sites serve meals two or more times per week.8 * Data sources on reverse

Recent surveys show that 1 in 5 Vermont children and nearly 1 in 8 Vermont households are food insecure. Join us in our efforts to end hunger. Visit hungerfreevt.org for more information on solutions to hunger and how you can help.

"Statistics by County" - Hunger Free Vermont website http://www.hungerfreevt.org/learn/statistics

Hunger in Orleans County

How strong is the safety net in Orleans County?



Identify	1) According to the ENFE Program Educator, in your own words, what are the two main reasons that food assistance programs don't work or aren't enough?
Understand	2) Choose three statistics from the site and explain why they are significant examples of need in Orleans County.
Evaluate	3) How might some of these statistics provide an incomplete picture of hunger in Vermont? What other information might be needed?

Source #4 "The 2014 Farm Bill Means More Hunger and Struggle for Vermonters," Hunger Free Vermont blogspot - by Marissa Parisi, Executive Director, Feb., 2014.

http://hungerfreevt.blogspot.com/2014/02/the-2014-farm-bill-means-more-hunger.html

What is the author's intention for writing?	
What arguments claim benefits of the bill?	
What evidence is provided to support the author's position?	
What counter-claims does the author address in the article?	
How do the arguments in this document support, broaden or conflict with evidence in Document B - "Statistics by County?"	
What avenues for local action does this article infer?	

Source #5 "Vermont embraces gleaning as way to reduce hunger" - NECN website: video and article, Oct., 2013

http://www.necn.com/10/02/13/Vt-embraces-gleaning-as-way-to-reduce-hu/landing.html?blockID=854151



Gleaning is one piece of a great big puzzle in dealing with hunger in Vermont. Using facts from the video, explain how gleaning contributes to dealing with hunger and explain why this kind of solution is /might be useful to Vermonters.

Source #6 "Farm to school is flourishing in Vermont" - Burlington Free Press website, June, 2011. http://www.burlingtonfreepress.com/article/20110624/LIVING06/110623020/-1/FOOD/Farm-school-flourishi



Farm to school is flourishing in Vermont



"Farm to school is flourishing in Vermont" - Burlington Free Press website, June, 2011.

What evidence does the author give that school gardens are a win-win for everyone?	
Summarize the research the author uses to support the central themes of this text.	
Which credible evidence in this text is most relevant and useful to supporting your argument of high school student representation on your county's Hunger Council?	

Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency.

- Summative and formative process essential for product
- Transparent criteria
- Varied products/performance
- Students know how they compare and what mastery looks like

Continuum of Progress: Indicator	1	2	3	4
Statement of Purpose (argument) and Focus (CC55WH5T11- 12.1.a & e)	Response may be related to the purpose but may offer little relevant detail: may be very brief may have a major drift claim may be confusing or ambiguous	Somewhat sustained response, may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused	Adequately sustained response, generally focused: claim is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate	Fully sustained response, consistently & purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed.
Elaboration of Evidence (CC55 WH5t11- 12.1.b)	Response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant	Response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	Response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	Response provides thorough & convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques
Implications of Civic Decisions (LR Folio & 21 ^e Century)	Does not understand the implications of civic decisions.	Understands the local implications of civic decisions.	Understands the local and global implications of civic decisions.	Understands the local and global implications of civic decisions and demonstrate knowledge of ways to effect change.
Energy Performance Expectations (N655 H5-L51-3)	Does not understand the impact of feedback mechanisms on human body systems.	Developing an understanding of the impact of feedback mechanisms on human body systems.	Understands the impact of feedback mechanisms on human body systems.	Understands the impact of feedback mechanisms on human body systems and demonstrates knowledge of implications.
Conventions & Voice (CC55.ELA- Literacy.WH5T.11- 12.1.d)	Expression of ideas is vague, lacks clarity, or is confusing: uses limited language or domain-specific vacabulary may have little sense of audience and purpose	Response expresses ideas unevenly, using simplistic language: use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	Response adequately expresses ideas, employing a mix of precise with more general language may have little sense of audience and purpose • use of domain-specific vocabulary is generally appropriate for the audience and purpose	Response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

Accommodations & Tools

Google Speak Highlighting Add-ons Google Docs Easy Bib

Text to Speech Apps

- Read&Write for GoogleDocs
- Chrome Speak
- Everynote Clearly
- o <u>LoisTTS</u>

Speech to Text

- Voice Note
- ATBar
- Google Voice Search Hotwords (beta)



Tell me and I forget, teach me and I may remember, involve me and I learn.

Benjamin Franklin









What resources will teachers need to create interdisciplinary performance assessments at the secondary level?

Resource Links:

- Taking Teaching to (Performance) Task, Linking Pedagogical and Assessment Practices: http://www.collegiatelearningassessment.org/files/TakingTeachingToTask2.pdf
- Scholastic, Teachers' Timely topics: Performance Assessment: http://teacher.scholastic.com/professional/assessment/perfassess.htm
- Authentic Education: http://www.authenticeducation.org/index.lasso
- Authentic Assessment Toolbox, John Mueller: http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm
- The Reading and Writing Project Common Core Aligned Performance Assessments: http://readingandwritingproject.com/resources/assessments/performance-assessments.html
- New York City Department of Education, Tasks, Units & Student Work: http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm
- Smarter Balanced ELA Performance Tasks:
 http://www.youtube.com/watch?v=Pw1ACjQVNSE
- Smarter Balanced Performance Task sample items: http://www.smarterbalanced.org/sample-items-and-performance-tasks/

Resource Links for Content/Sources:

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Prime Your Gray Cells - Have You Fed Your Brain Today? Psychology Today, Sept., 2011. http://www.psychologytoday.com/blog/prime-your-gray-cells/201109/have-you-fed-your-brain-today

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Thank you for joining us today!